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Teaching as a Fine Art This Principal's Job

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 17

April 27, 1931

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

CONTENTS FOR APRIL 27, 1931

EDITORIALS:—
- Over-Supply of Teachers 447
- Problems of Education 447
- Secondary Education in California 447
- Music at Detroit 448
- Goucher Personality 448
- A Remarkable Comparison 448
- Dickinson College 448
- Montana's Big Four 448
- Life-Saving Service of Schools 448

FOUR FAMOUS SCHOOL BOARD MEMBERS 449
By Albert E. Winship

BELDING'S PAGE 450
- Loose Moorings 450
- Pick Good Ones 450
- Enriched Courses 450
- Some Ready and Some Not 450

TEACHING AS A FINE ART 451
By David A. Weaver

CO-OPERATION IN GUIDANCE 453
By John V. Jewett

CONTINUOUS CENSUS OF SCHOOL CHILDREN 454
By E. H. Hedrick

THIS PRINCIPAL'S JOB 455
By James Newell Emery

PERSONAL AND PROFESSIONAL 458

THEY SAY 459

CHARACTER CHATS 460
By Joseph B. Egan
- The Real Man 460
- Two Breakfasts 460
- The Man With the Bag 460
- The Two-Shilling Loss 460
- Tune In 461

THE BOOK TABLE 462

EDUCATION IN ACTION 463

GRINS BETWEEN GRINDS 466

THE OLD GENERATION (Poem) 466

CHINA BURNS BUDDHIST CLASSICS 467

STUDENTS STUDY CITY METHODS 467

300 JERUSALEM SCHOOLS CLOSED 467

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Over-Supply of Teachers

THERE will be more well prepared teachers graduate this year than ever before, but the oversupply will not be correspondingly large. There are more plans for promoting retirement than ever before. Retirement conditions are more inviting. Married women will quite generally retire. Teachers will quite generally retire permissively instead of waiting for enforced retirement. Vastly more than ever before will take the sabbatical year for study.

When every helpful condition is provided there are liable to be in some sections a serious oversupply of well prepared teachers.

The best way to meet this is to employ these teachers as helpers, in relieving the stress and strain on regular and overworked teachers.

Problems of Education

OUR specialty is the problems of education, not their solution, often, but appreciation of them. The latest one that has come to us is from France.

In 1929 there were 13,382 foreign students, mostly from England and the United States. That would seem to be a positive financial asset, as each of them, in addition to whatever is paid for schooling, promotes many industries, bringing a large amount of ready cash to France.

The complaint is that many of these students settle in France. That, too, would seem to be a financial asset; but the complaint is that they enter the practice of some profession there, and that produces unemployment of French professional men.

Secondary Education in California

FIVE years of efficient service and leadership of Horace M. Rebok, manager, and A. J. Cloud, president of the California Society of Secondary Education, are recognized in a twenty-page booklet. No other state has attempted anything comparable to the achievements of California. More than one hundred colleges and universities, representing every state and territory, are subscribers to the official quarterly.

California's devotion to modern education is nowhere more significant than the fact that it is supporting a "Society of Secondary Education" with an efficient secretary and manager who devotes his entire time, 365 days in the year, to official and professional promotion of secondary education.

One layman has given $1,000 a year for the five years in supporting this movement. Sixty-four others have contributed $100 a year for five years. The project is now firmly established, and California is the leader in one more great education movement, thanks to heroic devotion of Horace M. Rebok, A. J. Cloud and a host of educators and laymen who have "the Spirit of California."

Music at Detroit

My dear Dr. Winship: I read with interest the letter to you from a distinguished educator in regard to Music in Detroit which appeared in the Journal of Education April 6. I should like very much to convey to the writer of the letter my concurrence in his point of view.

Dr. Dann's achievement was one of the finest in the field of music. His gorgeous concert could not be reproduced by professionals. His was a concert that money cannot buy. It was done for the love of it, and was an example of the supreme artistry to which amateur performance can rise. Too often the word amateur carries with it the connotation of inferior performance instead of its original and true meaning of lover of his art.

As chairman of the Music Committee, I felt chagrined that our critics gave so little notice to the concert. As a matter of fact they did not attend, but sent substitutes, even though I had personally visited them and told them of the magnificent treat that was in store for them. I regret exceedingly that the proper acknowledgments were not made in the press, but the inspiration that these five hundred singers will carry with them for the rest of their lives is worth infinitely more than newspaper comments.

Cordially yours,
(Signed) Fowler Smith,
Supervisor of Music, Detroit Public Schools.

Goucher Personality

PRESIDENT DAVID ALLAN ROBERTSON of Goucher College is creating as distinct a personality in education as is being created in any woman's college in the country.

He discriminates between responsibility and opportunity.

He discriminates between creation and evolution.

He recognizes that a woman's college is not a co-education institution. He has convictions and the courage of his convictions.

President Robertson realizes there is no flavor in unripe education any more than in unripe fruit. Goucher College aspires to have ripe education that can be harvested and marketed.

A Remarkable Comparison

"EXAMINATIONS Seventy-five Years Ago and To-Day," by Louis J. Fish (World Book Company, Yonkers-on-Hudson, New York) is one of the highly valuable publications of the times. The creation of this booklet was the suggestion of Superintendent Jeremiah E. Burke of Boston, to whom it is dedicated.

We have followed many attempts to compare the schools as I knew them seventy-five years ago and various times since, and this is by far the most satisfactory comparison we have seen. It has spared no expense, had no theoretical limitation, and used all latest methods. This study should be utilized in all studies of progress in education.

Dickinson College

DICKINSON COLLEGE, Carlisle, Pennsylvania, with an enrollment limited to five hundred, has a famous record of the graduates of ninety classes.

In United States service 1 President, 1 Chief Justice, 6 Cabinet Officers, 8 Consuls to foreign courts, 9 Ministers to foreign courts, 13 Senators, 47 Representatives, 16 Judges.

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Other service to the public: 464 clergymen and missionaries, 197 educators, 47 college presidents, 91 college professors, 29 school superintendents, and 30 academy and high school principals.

We have known Dickinson College personally and professionally for more than forty years. We have known no other record that quite equals this for ninety classes with an enrollment limited to 500.

Montana's Big Four

ROBERT CLARK, Dillon State Normal School, who has been on the faculty twenty-four years, is dean of state educators; D. A. L. Stone, State University; J. M. Hamilton, State College; and Theodore Simons of School of Mines, have been officially designated as Montana's Big Four in education. Robert Clark comes near being of the Big Four of the Inland Empire.

Life-Saving Service of Schools

IN SIX years, 1922 to 1928, there was an increase of 19,564 deaths of adults from accidents, and only twelve deaths of children under fifteen.

In three years, 1927 to 1929, adult deaths of pedestrians by motor vehicles increased 18 per cent., and with children of school age it decreased 12 per cent., a difference of almost 30 per cent. in favor of school children. In Detroit in five years the decrease was 47 per cent. In St. Paul it was 50 per cent. in six years, in St. Louis 48 per cent. in seven years. In Louisville it was 66 per cent. in eight years.

When a city has thorough safety school work it is seen immediately in life-saving of children.

Four Famous School Board Members

By ALBERT E. WINSHIP

RICHARD MURPHY
EMIL J. BARTH

HON. RICHARD MURPHY has served on the Board of Education in St. Louis continuously since he was elected to membership in 1913; and he was president of the Board during the year 1917-1918. Only one other person in the last fifty years has served longer as a member of the Board of Education.

For many years Mr. Murphy was connected with one of the leading clothing establishments in St. Louis. Within the past year he withdrew from the mercantile business and associated himself with the bond investment firm of Festus J. Wade, Jr., & Company.

Mr. Murphy has taken unusual interest in all legal enactments affecting the work of the Board of Education, has spent much time serving as a member of the Board's legislative committee, and has been instrumental in procuring the enactment of progressive educational and social legislations. He has been identified in an outstanding way with efforts to secure a teacher retirement system through legislative and constitutional enactment. His activities in promoting the welfare of teachers in the system in numerous ways have made him widely known in St. Louis as a friend of the teachers. His interest in the evening schools and the measures taken by him to aid children in the more congested and poorer sections of the city are also among the outstanding characteristics of his service on the Board.

Hon. Arthur A. Blumeyer, who served as president of the Board of Education from October, 1928, until November, 1930, was first elected to membership in April, 1923. After serving a six-year term he was re-elected in April, 1930.

In business Mr. Blumeyer is president of the Industrial Savings Trust Company in St. Louis.

It is the well-established custom of the Board of Education to elect a new president each year. The re-election of Mr. Blumeyer to succeed himself as president of the board was, therefore, almost without precedent. During the two years that he served in this capacity the St. Louis schools took decided forward steps in the development of vocational education, in which Mr. Blumeyer took great personal interest. It was his constant aim during his administration to spend the public funds wisely and economically, with due regard, however, to the progressive development of the service which the public schools render.

One of the things which characterized Mr. Blumeyer's presidency of the board was his effort to secure consultation on school problems with representatives of the various civic and social organizations of the city. To do this, he believed, would keep the board members closely in touch with public opinion concerning educational movements, and would at the same time serve to keep the public well informed concerning school needs and school policies.

ARTHUR A. BLUMEYER
JOHN C. TOBIN

Hon. Emil J. Barth was chosen president of the Board of Education in St. Louis at the meeting in November, 1930. He has been a member of the board since April, 1925, when he was elected.

While serving on the Board of Education Mr. Barth has displayed an active interest in all matters relating to the welfare of the public schools. He has been particularly energetic in his effort to secure facilities for the education of deaf children. The new Gallaudet School in St. Louis for the education of the deaf, possibly the finest institution of its kind existing in any public school system, is due, in large measure, to his untiring efforts in this worthy cause. The new Gallaudet School was opened for school purposes January 31, 1927.

Mr. Barth is also a strong supporter of the principle of the freedom of initiative and of unimpaired responsibility of the executive officers of the board.

Hon. John C. Tobin has served the Board of Education as a member for eleven years, having been first elected in 1919. The Board of Education made him president during the year 1921-1922. He has the distinction of being the youngest president which the Board of Education in St. Louis ever had. He again served as president during the year 1924-1925.

Mr. Tobin was born September 6, 1886, being now forty-four years old. After finishing the public schools in St. Louis County, he graduated from the St. Louis University, receiving the A.B. degree in 1908, and the A.M. degree in 1909. He then studied law at the St. Louis Law Institute, and pursued graduate study in the Harvard Law School in 1912. Mr. Tobin is a well-known member of the bar in St. Louis, and has given special attention to the law governing corporations, banks, and trust companies.

Mr. Tobin is active in many civic and social organizations of the city, including the Industrial Club, the Civic Union, and the Tuberculosis and Health Society, of which he was president during the last three years. Through these activities he has been particularly interested in the problems of safety education in the public schools. He is chairman of the Board's safety education committee. He has taken a progressive position on all matters affecting the welfare of the public school. Mr. Tobin organized "The Spirit of St. Louis" for the group that sponsored the Lindbergh-New York-Paris trip, and served on its board of directors.

Belding's Page

Loosed Moorings

THE late Dr. George Gordon tells in his autobiography of a churchman who complained that, with the loss of hell fire and infant damnation, there wasn't anything left to believe in.

Education, too, has lost so many of its ancient tenets that the modern teacher frequently has a sense of drifting about with no sure anchorage.

Most missed of earlier moorings, perhaps, is the belief that mental discipline had a value apart from the particular studies in which the discipline was obtained. Many still cling to the hope that the old theory held some truth. Habits of mental attention and concentration, formed in any study, must enable the student to do a better piece of work in whatever task he sets out to accomplish.

The notion that assigned studies needed to be hard and disagreeable in order to yield best results has been pretty much dispelled. And this is surely a good thing.

To the teacher falls the delicate job of making study just hard enough to be challenging and to mark progress. Modern schooling has been accused of too great softness. There may be some truth in the charge. But whatever error there has been in this direction has arisen from the desire to meet the pupil where he is and to lead him forward, rather than to catch him where the teacher found it most convenient and then attempt to drive him.

Pick Good Ones

SCHOOL authorities should keep their eyes on the ball. The ball is the teacher.

Seldom has there been a wider supply of teacher material from which to make selection of personnel for teaching positions. The mills have been grinding out more teachers than were needed. The schools must reject some of them. Let the least qualified be rejected and the best qualified be chosen.

Approximately, it can be done. It can be done wherever there is the will to do it—and the appreciation of what good teaching means to the boys and girls of the community, the citizens and leaders of the future.

No oversupply of good teachers exists nor is ever likely to exist. It would be fine for the schools if poor teachers were not so solidly entrenched as they are in many places and if better teachers could be put into their places.

At least the vacancies can be filled with the best teachers available. This can be done if the rights of the children can be kept paramount—and "pull" resisted.

Enriched Courses

EXCEPTIONALLY bright children are sometimes given what is called an enriched curriculum. Without progressing any faster than their companions in the grade, these bright pupils are given an opportunity to learn many related matters and, presumably, to gain a greater mastery of the main subjects than their slower comrades.

Such enrichment of the curriculum permits the fast and the slow to keep fairly even pace; except that "to him that hath shall be given."

Enrichment of the curriculum has long been applied by the superior teacher to *all* pupils. An inferior teacher cannot enrich a curriculum. Wealth that is not possessed cannot be given.

Are the best teachers being handed the exceptionally quick and the exceptionally slow, while the poorer teachers deal with the pupils of middling ability? This arrangement is hardly fair to the medium and by all odds largest group. These, too, can profit by the enrichment that comes with good teaching.

Some Ready and Some Not

TWO distinct classes of young people will step forth into the grown-up world a few weeks hence. One class knows what it wants to do as its life work, and is in some measure prepared to do it. The other class does not know what it wants to do and is not prepared for anything in particular.

The first class is fortunate. It has had the benefits of guidance, and of specialized instruction leading to a definite vocation.

The second class, for the time being at least, is in a sorry plight. Its members may find themselves later. In fact they may eventually outstrip the members of the other class.

We are coming to a time, in our super-organized society, when specific study for a definite vocation will be almost imperative. Vocational preparation must be provided at various levels—such as the end of elementary school, of junior high school, and of senior high school. College itself is not a satisfactory stepping stone into desirable places in industry and business for more than a small percentage of its graduates.

Intelligent, practical guidance into the right lines of activity is one of the most urgent needs of present-day educational programs.

Anson W. Belding

Associate Editor

Teaching as a Fine Art

By DAVID A. WEAVER
College of the City of New York

Do you consider teaching as "something beautiful, a piece of art," or merely as a task? This is a vital distinction, in the opinion of the writer; a distinction which marks the difference between true success and failure.

TEACHING is more than a profession—it is a fine art. The objectives of American education are well defined in print, but the factor which lends worth and dignity to the objectives is the human element and aim of the teacher. In the finer analysis, it is the teacher who makes the policies of a system meaningful and worthwhile. The courses of study, activity programs, results of testing programs—all depend upon the teacher for their real interpretation and application. Expensive equipment and all of the necessary devices may be supplied the schools, but these are subordinate to the aim of the teacher. When a teacher makes teaching a fine art, emphasis is placed upon ideals, attitudes, skills, outcomes, desirable habits of thinking and acting, and wholesome teacher-pupil relationships rather than upon material equipment, however important that is at all times. That teacher who has a vision of rendering service to society makes the "individual pupil" the centre of activity. There is nothing new in the generally accepted aim of education: improvement of citizenship. The Greeks and Romans included that as a major function of education, but there is something new in the life of each pupil, and if each one is to develop to the capacity of which he is capable, the influence of a skillful teacher is necessary. A constant refinement of technic, provision for individual differences, assisting the pupil to discover his best self, working in terms of pupil-needs with a devotion to the cause, are essentials in making teaching a fine art.

The accomplishment is not the result of a wish, but a combination of many factors including native intelligence, vicariousness, specific interest in organizing information, ability to impart knowledge, thoroughness in training, alliance with the profession and professional organizations, together with a pride in the finished product. Since the days of the Sophists teaching has been attempted by the unprepared and professionally maladjusted. No one can teach in the highest sense who uses this profession as a *lever* with which to pry himself into another one. Nor is it likely that the best results will be obtained by one using teaching as a retreat until matrimonial entanglements rescue her from the tasks of a work-a-day world. The Sophists were unsuccessful in establishing universally high standards of teaching because of the number of slaves conducting schools who were altogether unprepared for the undertaking. It is not uncommon in America for one to teach until he has fortified himself sufficiently for the opening of a law office, dental office, or until he has finished his course in medicine or ministry, as the case may be. These are laudable pursuits, but the training for these professions should not be made at the expense of helpless children. Neither are the offenders to be condemned without considering the leniency of our certificating agencies.

The American Bar Association prevents teachers from trying civil and criminal cases. The Medical Association does not permit teachers of academic subjects to try their skill at operating or setting compound fractures or treating shattered nerves. The Church Board does not accept the services of a teacher to deal with theological questions in their manifold relations. Yet the teaching profession has not become selective enough in three thousand years to prevent "professional aspirants" still in the embryonic stage from experimenting in an awkward and unscientific manner with American youth. Teaching cannot be considered a fine art under that kind of experimentation. Surely the day is not far distant when the selective agencies will be so discriminating that only the fittest will survive. Passing an examination on academic subjects or submitting the required number of units in education does not suffice for qualities related to success in teaching. It is only fair to assume that the *lever motive* would be most effective when applied in the field of major interest. It must be ruled out of the educational profession.

A feeling against such malpractice in teaching need not be charged to a professional spirit as such, but rather to an effort to select for teaching those who are qualified to teach. An error made by an attorney may prove to be expensive in dollars; an error made by a physician may or may not be fatal; but the errors of teachers affect groups and their seriousness is more widespread than in the cases mentioned. Fears, hatreds, and

distorted viewpoints, with their combinations of nervous disorders appear at a much later date in the life of the child than the causal act. The cultivation of high ideals and proper attitudes is too important to be entrusted to chance of a wayfaring man traveling into another profession.

That one who makes teaching a fine art must be endowed with a desire for continuous professional growth, unknown to the "time marker." Something more is involved than training the mind for the ancient quest of facts. The teacher, in order to accomplish most, needs a sound working knowledge of biology, physiology, sociology and psychology. A fundamental knowledge of these subjects is necessary for a teacher to intelligently prepare for harmonious development of the child's faculties. It is difficult to realize we have an influence with a class that is stronger than battalions on a battle front. Socrates, Plato, Aristotle, and Jesus of Nazareth made teaching a fine art.

Another characteristic of a master teacher is the understanding of youth and their problems. In a recent visit to a neighboring city my attention was called to two prominent teachers, though prominent for different reasons. Miss X had a class of sixth grade boys whom the other teachers refused to teach because of previous records of the pupils. Miss X had taught similar boys before and had discovered something beautiful in them which other teachers had failed to see. The kindly spirit of Miss X encouraged these boys to co-operate with her in a pleasing manner. Her enthusiasm captured their imagination. They were *really* capable of being interested. The class project won first prize in a New York exhibit. Miss X had made teaching a fine art. She had salvaged mankind from the scrapheap, through encouraging them not only to respect her, but themselves.

Miss Y's elevated voice was heard on the same occasion, as she threatened a couple of boys with corporal punishment for a minor offence that might have been overlooked. It was evident Miss Y was the greatest offender of the three. "There are times when silence is more powerful than words."

The difference between the teachers was this: one considered teaching as something beautiful—a piece of art; the other considered it in terms of a task. For one teacher the pupils worked because their interests were utilized; for the other, work was the result of drill.

Oliver Goldsmith must have known something of the value of freedom in the creative impulse when he wrote:—

"Spontaneous joys, where nature has its play
The soul adopts and owns their first-born sway.
Lightly they frolic o'er the vacant mind,
Unenvied, undaunted, unconfined." [1]

1 Goldsmith, Oliver, "The Deserted Village," line 255 f.

The boys under the care of Miss Y had no claim on being "unmolested" or "unconfined." Again:—

"Yet he was kind, or if severe in aught
The love he bore to knowledge was in fault." [2]

The negative approach to education has some disagreement with modern current practice. If the examples of Misses X and Y are true to type, the greatest good comes from respecting the spontaneity of the pupil instead of falling in love with knowledge.

Not long since a student in discussing teaching wrote:—

> "When I contemplate teaching I am filled with a curious sensation, an intermingling of awe and dread. To assume the position of teacher is to assume a tremendous responsibility. One which cannot be undertaken without a certain quickening of the heart. Looking back on my own schooling, I become a bundle of indignation and regrets. Retrospection is poor pastime for one who has suffered at the hands of pedagogues. It has not been a martyrdom, but it might have been a much more fruitful and agreeable experience. It is only when I muse and consider what an enviable and weighty position the teacher has, and realize the wealth of materials in his hands, that I regret *what might have been.*
>
> "Instead of having had my lessons drilled in by means of a textbook which consisted of general statements and dates, I might have learned it in a much more natural manner. I might have emerged with some fewer meanings and generalizations, but I would have emerged with a more colorful and genuine knowledge of life and subjects studied.
>
> "I realize that my confident attitude is perhaps an expression of inexperience. But I can only feel that I have chosen to teach because of an opportunity for making those students I shall influence in some way more capable of living, and enjoying life in the world we know."

Teaching is more than a profession—it is a fine art. Advances in the profession are not made by those who come to *get*, but by those who come to *give*. The results of teaching cannot be measured quantitatively. Just how successful one is in the art of teaching is a question answered by time and circumstance.

"We cannot tell. We work in the dark. Out upon the waters our bread is cast, and if we are wise we do not attempt to trace its return." [3]

2 Ibid, line 205 f.

3 Palmer, George Herbert. "The Ideal Teacher," page 27.

Co-operation in Guidance

By JOHN V. JEWETT

Director of Guidance, Brookline, Mass., Public Schools

Helping the individual student to choose his life work and make proper preparation for it, is a matter of first importance. How the facilities of both school and public libraries can be put at the disposal of the pupil seeking guidance, is suggested in this brief account of procedure in Brookline, Massachusetts.

THE success of guidance work in a school system depends upon how useful the work has been to the individual. Whatever the efforts of a counselor or director may be, results will be measured by a consideration of the individuals subjected to those efforts. If those guided show that they, as individuals, are better equipped to carry on; that

they, as individuals, have gained in understanding and self-adjustment because of the assistance of the guidance work, the plan of guidance has established itself.

In the establishment of any effort to assist individuals, the co-operation of various related agencies is necessary. Guidance, in particular, must build its structure with co-operation as the foundation.

The theme of this article is built around the desire to reach every individual possible in the community with the message of informational assistance through the Guidance Department of the public schools. No person can answer intelligently the question, "What shall I be?" without a knowledge of "What there is to be!" The co-operation demonstrated by this experience may be divided into four parts.

Part I.—High School Art Department.

Misses Frances Somers and Dorothy DeLorey, senior girls, arranged two card displays, one of which is shown in the picture. Each young lady did this work as a project in art.

Part II.—High School Printing Department.

The boys of the junior printing class set the type and printed 200 cards, four by six. These cards read as follows:—

GUIDANCE DEPARTMENT OF
BROOKLINE PUBLIC SCHOOLS

John V. Jewett, Director

Co-operating with

THE PUBLIC LIBRARY OF BROOKLINE

Louisa M. Hooper, Librarian

A check in one of the following squares will receive immediate attention if this card is left at the desk.

☐ Please phone me at . . . . . for
Tel. Number Time
appointment.

☐ Please furnish information requested on back of this card.

Name.....
Address.....

Date.....

(Brookline High School Printing Dept.)

Part III.—The Public Library.

Miss Louisa M. Hooper, librarian, has given hearty co-operation by reserving a section of the Public Library for the display posters and near that, the books of value. Mrs. Caroline Siebens, High School Librarian,

has duplicated the display and reservation in the High School Library. The monthly bulletin issued by the Library has devoted the front page to announcements, and the plan is in force for two months, March and April. Many books upon the various subjects offered have been taken out.

Part IV.—An Individual Student.

Richard Mahler, a student in High School, has assisted in the development of the plan by using the opportunity offered to practice his main interest, photography. Mr. Mahler took the picture of the poster display, developed the film and furnished the print from which the cut used in this article was made.

This division of the general co-operative plan demonstrates the direct individual guidance that offers opportunity for personal investigation and try-out.

There is the month of April for longer experience of this plan. Results of the March period have been most gratifying. The following questions are taken from one of the cards sent in to the director's office and will illustrate the practical value to the individual:—

"What education is necessary beyond a four-year high school course for a costume designer?"

"Will you direct me to information on chemistry as a life work?"

Continuous Census of School Children

By E. H. HEDRICK

Superintendent, Medford, Oregon

THERE has been in operation in Medford, Oregon, since September, 1926, a rather novel plan for keeping a continuous and up-to-date census of all school children of the city.

Medford is a fast growing little city of about 12,000 people, which has practically doubled its population since 1920. This means that quite a number of pupils are moving into the city each year. It was primarily to meet the attendance problem occasioned by new arrivals and to aid in enforcing the compulsory education law that the continuous census plan was formed. Oregon requires all children between eight and sixteen years to be in school until the eighth grade has been passed. Most families upon moving into a new city immediately enter their children in school, but some others will not until they are compelled to do so. It is the latter class, even though small, which causes concern to attendance officers.

An annual school census taken in October is provided for by law in the state of Oregon. The idea in forming the continuous census was not to supplant this census, but to supplement it, and keep it constantly up to date.

The plan as worked out and as it now exists is briefly as follows: The whole city school district is divided into fifty-four small "sub-districts" each only a few blocks in size. In each "sub-district" a resident enumerator was appointed. Whenever a family with children of school age moves into one of these sub-districts the enumerator calls, lists the children, and reports them by mail directly to the superintendent's office. There a census card is made out for each child who is *new* in the city, and for whom there is no card already on file in the office. If the child moving into a given sub-district is from another part of the city, he is enumerated the same as a pupil new to the city. When his enumeration reaches the central office, simply a change of address is made on the back of his card. Report forms, together with stamped and addressed envelopes are supplied all resident enumerators. The report form is a 4″ × 6″ slip of paper printed as a duplicate of the face of the census card used in the main office.

Enumerators are on duty the whole year, including the summer months. They receive twenty cents per name for all enumerations. During last year (June, 1929 to June, 1930) a total of 994 enumerations were made. This, of course, is exclusive of the regular annual census taken in October. The resident enumerators are under the direction of the attendance supervisor, who meets with them occasionally, makes new appointments from time to time, as needs appear, and answers any questions which may arise.

The organization for the continuous census enumerators was first effected by the city school superintendent, through co-operation with the representatives of the several parent-teacher associations of the city. These organizations have always given the plan their warm support. The plan has not only enabled the superintendent's office to keep a close check on new arrivals, and lessened the work of the attendance department, but it has reduced truancy and served to impress upon all the matter of full-time attendance.

This Principal's Job

By JAMES NEWELL EMERY
Principal, Potter School, Pawtucket, Rhode Island

ON TWO occasions at least the writer has appeared in these columns in a discussion, in a semi-facetious vein, of certain sidelights connected with a principal's job. It may, therefore, not be altogether out of place for him to make a serious appraisal of certain problems of a somewhat more important nature which deal with a principal's relations to other supervisory officers, and to his work, especially in these days when the principal is called upon to make serious study of his job in the interests of greater efficiency and economy. This applies with particular emphasis to what is generally known as the elementary school, especially in these days of the growing importance of the 6-3-3 plan of organization.

"Elementary school" at the present time is rather an ambiguous term, applied, as it is, in one case to the old-time organization of all grades below the high school, and in the other to only the grades up through and including the sixth. In fact, the junior high school, though existing very much *de facto,* in most states has no legal status. It is neither an elementary nor a secondary school, but partakes of the elements and nature of both—a condition easily enough remedied by legislation, but nevertheless actually existing.

Almost simultaneously with the demand on the part of the elementary schools of the country for better professional recognition and status, to say nothing of better training, requirements and standards, comes the rapid extension of the junior high school movement in various towns and cities, both large and small. This further complicates the problem, with its very natural tendency to relegate the elementary school principal to a group of lesser importance in the school system. Some municipalities have gone so far as to begin to replace male elementary school principals, either gradually or *in toto,* by women, the argument being that women are more sympathetic with pupils of the lower grades, and that there are no disciplinary difficulties in those grades which a capable woman cannot handle. Moreover, she may be generally employed for a decidedly lower salary than her male associate.

This tendency, if carried out to the full, would crowd men almost entirely out of the purely elementary schools left after taking out the junior high. Such cities either seek to replace their sixth grade principals by women, or by younger men just beginning their professional life, who are desirous of acquiring experience in preparation for a more responsible and better paid position. This is in fundamental opposition to the comprehensive program laid down by the committee on Standards and Training for the Elementary School Principal of the National Education Association.

To quote from ideals of this committee: "The work of a principal of schools is to get things done *through other people.* . . . It is the purpose of the committee to work out a plan to raise the entrance requirements to the elementary school principalship as well as those to the high school principalship or even those to a college professorship. . . . The difference between an elementary school principal and a high school principal is to be found only in the difference of their schools. . . . The elementary school principal should be the real head of his school. . . . The status of the elementary school principal is still chaotic. . . . He should be given large powers within his own school and held accountable for results. . . . General supervisors and general assistants should work through him and at his dictation. It is only in this way that the highest efficiency in the school system can be secured. . . . One of the first steps (in raising the professional standard) will be to break down the traditional attitude of administrators and principals themselves that there is a real distinction in degree of preparation or experience between the elementary school, the junior high school and the senior high school principal." These extracts are quoted from an article by W. T. Longshore, chairman of this important National Education Association committee (published in the American Educational Digest, January, 1927, "The Principalship Not a Stepping Stone").

Cubberley, in his book, "Public School Administration," states: "In the administration of a school system the office of school principal should be magnified. Whatever can be done to add strength and dignity and responsibility to the office should be done, with the view to making each principal feel that his work is large and important, and that he must keep constantly growing if he is to continue to measure up to the demands of the position. . . . Perhaps the weakest place in our city organization and administration today is found in the principalship of our elementary schools. Few who hold such positions have had any training for the work, and many have come to their position without any special fitness for the service. . . . Too often the principal is given almost no authority to vary anything or to depart in any way from the rigid uniformity prescribed for all from above. . . . He keeps the records, times the

teachers, manages the fire drills, carries the keys to the supply room, and hands out the chalk to the teachers."

In such case the tendency is to regard the elementary school principal, since there must be so many of them, as a being of a somewhat inferior degree of importance, mentality, and culture to the one who has been fortunate enough to receive the appointment to the junior or senior high principalships or the supervisor of academic subjects. If the elementary school principal is to be regarded in the light of a slightly superior teacher to the rank and file, or a glorified stock and filing clerk, then and then only there may be some degree of justification for such an attitude.

While the goal set by the National Education Association may be a long time in coming, the principal's job is at least one of real importance in the educational world, not that of an errand-boy and a contact-man for those above him in authority. Contact-man, yes, in large measure; for no one else, not even the room teacher, is so directly on the firing line, and brought into touch with superintendent and supervisors on one hand, and pupils and parents on the other, to say nothing of the third group, the teachers.

He must assume responsibility for the way things are conducted in his building or buildings, and he must also have the authority to carry out the demands of this responsibility. The principal must be an administrator, an executive, a supervisor, a disciplinarian, a leader, and above all a diplomat. He must know how to get things done, and that, too, without antagonizing his superiors and co-workers on one hand, or the parents and pupils on the other. Besides his knowledge of academic and special subjects, which must be broad and thorough, he must possess tact, firmness, courtesy, vision, sympathy, and insight into human nature, all stirred up with a large measure of common sense. This whether he be principal of an elementary school, high school, academy or college.

A somewhat delicate condition arises in the systems of larger cities where there are several supervisors of general or academic subjects, as well as those of special branches, such as vocational education, music and drawing. To repeat the principle of the National Education Association committee, "General supervisors and general assistants *should work through him and at his dictation.*" Yet in how many cases is this principle adhered to where such supervisors are employed?

Indeed, the general supervisor regards himself as licensed to direct the principal in matters which are or should be entirely in his own jurisdiction. He calls meetings, for example, to which principals are bidden, rather than invited. He dictates as to the programs of teachers. He gives directions as to the principal's procedure with substitutes, or even the grouping of classes and rooms in the buildings. Such is perhaps the province of a deputy superintendent of schools, certainly not that of a supervisor of instruction.

In such a case there is a tendency for sharp and unfortunate alignments. It is only human nature for the principal under such conditions to rally to the defence of his teachers, and align himself with them against the supervisor, even if he knows that the conditions complained of are true and should be remedied. He may be, is, in fact, held responsible for conditions; but no principal should be held responsible for what he has not the power or authority to remedy.

There are certain legitimate duties and responsibilities of a principal, for which he should be held rigidly to account. These may be roughly enumerated in part at least as follows:—

Supervision of instruction. This is perhaps the most important of all, a responsibility which he must share with general and special supervisors, and one whose boundaries cannot be sharply defined. Such supervision must be helpful leadership and advice, not mere inspection and fault-finding, or seeing that a certain number of pages of a textbook are covered in a given time, and that a given percentage of pupils pass the various tests sent out from the central office.

Supervision of discipline in his building, both as to teachers and pupils. He must not be looked upon, however, as a mere wielder of the strap, from his superior position and physical ability to chastise unruly pupils. This one thing has probably done more than all others to give the traditional schoolmaster of literature and cartoon so undignified a status in the public eye.

Conferences and contacts in all cases where the school comes into contact with outside relations or activities. The public gains its first and most lasting impressions of the school through its contact with the principal and his office.

Adjustment of difficulties in and about the building with

Parents
Teachers
Pupils
Neighbors—where the case is legitimately a
a school one.

Appearance and condition of buildings and grounds. For this he must have due authority over janitors and other workers about his own plant.

Truancy, absences, excuses, dismissals and the like.

Relations with nurse, dental and medical inspectors, social and psychological workers, and similar helpers.

Administration of the details of his building. This will include a large variety of items on

which he must constantly make and enforce decisions of importance second only to those of the superintendent himself. In fact, a competent principal will relieve the superintendent of the need of settling a vast host of matters which should never or at least rarely need carrying to the main office.

Among these are the assignment of pupils to rooms, and their grading; the assignment of teachers to rooms, and in the case of homogeneous grouping, the selection of teachers for each room and each group; the absence of teachers, the distribution of the payroll, the distribution, care, and inventory of books and supplies; the conduct of fire drills; watchfulness for the prevention and care against the spread of disease; accidents; the supervision of conduct and happenings in the building. He should pass on all cases of retardation. He should be a court of appeal in the case of disputed promotion. He should provide for other miscellaneous items of administration as they come up.

Lastly, purposely placed at the end of the list, and perhaps the most important of all, he should be an inspirational leader, both to his teachers and his pupils, a friend and adviser, so that pupils, parents and teachers seeking his advice and guidance may go away feeling that they have received real help in their problems and difficulties. This is an item in which personality and individuality must play the most important part, and for which no amount of either theoretical training or university degrees can be a substitute.

The principal should have a voice and a part in, though not the sole authority nor responsibility for:—

The supervision of instruction, which he must share with the purely supervisory authorities. There can be no successful supervision without co-operation.

Curriculum-making.

The selection of teachers with whom he is to work. He is thrown into daily contact with them, while the visiting supervisor or superintendent sees them only occasionally. His preferences should be consulted, and so far as seems wise, and is practically possible, granted.

The selection of books and supplies. He is one who uses and is responsible for them. His judgment should be valuable in regard, for example, to the practical working out of certain textbooks, the quality of paper, and the condition in which it is received, the economical qualities of certain supplies, as contrasted with others.

The construction of new buildings or additions. Oftentimes he can save serious mistakes in their layout or arrangement, due to his own technical knowledge, which might escape the notice even of a trained architect. For example, in large buildings much time and administrative difficulties may be saved if it is possible for the traffic lines to flow in one direction at recess or dismissal, without doubling back. Slight changes in the location of doors or stairways may make all the difference in the world in the handling of large bodies of pupils.

Certain things should not be expected of a principal, if he is to make use of his time with the highest degree of efficiency and value to the system which he serves.

He should not be allowed to degenerate into a mere supply clerk.

He should not be expected to correct tests for supervisors.

He should not be expected to teach regularly, except an occasional lesson by way of demonstration, or to get into touch for his own personal satisfaction with what the class is doing. Above all, he should not be expected to put aside his own work and his own program, save in the direst of emergencies, to become a substitute teacher when the regular teacher is absent.

He should not be tied down to minor matters of administration, such as filing index cards, vaccination certificates, and the constantly growing number of various school records; answering the telephone for every casual call; excusing or passing on every trivial absence or tardiness; correcting any large number of tests or papers; settling neighborhood rows, only remotely connected with school affairs.

He should not be charged with responsibility for the personal conduct of his teachers apart from the building and grounds. That is a matter for superintendent and school board, and one in which he has no direct authority, save as it interferes with their work in the schoolroom.

For himself, the principal should guard against spending an undue proportion of his time warming his office chair. At the same time he should have sufficient leisure, or rather freedom from minor interruptions, so that he can give, not only real thought, but action to improving the conditions of his work. A large feature of this should be interviews with teachers and detailed memoranda for improving matters in their rooms and the quality of their work.

The efficient principal will save much time if he holds regular office hours to settle the routine matters of administration, during which time they should be sent to his office, and so far as possible at no others. The first fifteen minutes, say, of each session, he may be expected to be found in his office, and should insist upon settling all but the most urgent matters at that time. It will not take long for the school as a whole to get into this habit. A regular day, once a month or once a fort-

night, for passing out supplies, is an economy of both time and labor, and teachers should not ask for them at other periods, save in the case of an unforeseen emergency.

The principal must have an adequate and thorough knowledge of the details of his position. In all school work there can be no adequate presentation without definite preparation. The principal whose supervision is to be worth while must have a detailed mastery of the contents of the course of study and the contents of the various textbooks himself before he can supervise other than aimlessly. He must have a concrete program for the improvement of studies in the individual subjects. It may be necessary to specialize in one or two each year, naturally taking those that are handled in the least satisfactory fashion and stressing them until the desired improvement is reached, at least in some degree.

He is supposedly being paid for trained judgment—he should have an opportunity to make use of it. It does not pay to have a $3,000 executive rolling pennies or correcting arithmetic papers, and the administration which demands that sort of service of its principals will get it—at the expense of the higher things.

He should have ample time to be in his classrooms the greater part of the session. Here is the actual laboratory and crucible. He can see what the teachers are doing only in this way. Oftentimes a condition and its solution will strike him while there that would never have occurred to him in any other way.

He should have time and freedom to *interpret* and *inspect* the results of graphs, tests, measurements and surveys that have to do with his school, rather than have every working moment taken up with preparing them. It may be desirable as a matter of familiarizing himself with the process to have a certain amount to do with the giving of such things, but he should not be so burdened with the mechanical details of them that he cannot, in the words of the old proverb, see the wood for the trees. After all, he is the one who muse *use* them, together with his teachers, and if such findings are not to be *used* for the improvement of pupils' work, they are not worth the effort expended in their taking.

Finally, he must put energy and vitality into his contacts. The administration of a school should be a dynamic living thing, an honest, whole-hearted effort to make of that school a vital entity, a live-wire institution that shall be something more than a building of bricks and mortar, and a group of teachers gathered in charge of a certain number of children. The spirit of the school is the vital thing, and every school takes its spirit from the man at the head of things—is a reflection of his own personality.

All in all, it's a man's size job, this principalship.

Personal and Professional

DR. WILL C. WOOD, for several years state superintendent of education in California, ranked as high as any state superintendent in those years. After that he was State Bank Commissioner with a salary double that of superintendent of education. He is now vice-president of the Bank of America.

WILLIAM L. GEIGER, superintendent, Tacoma, Washington, organized the first Safety Scouts in America. Tacoma has been a leader in many achievements through the creation of school organizations.

As an outgrowth of the work which Superintendent Geiger started in Tacoma there are now 100,000 school children serving as patrols in 800 cities.

Somebody has started all this wonderful life-saving work and it is rarely known who was first, but it is easy to select a city that is early in the game.

WALTER STEVENS YOUNG, superintendent, Worcester, Massachusetts, for the last eight years, is in his twenty-eighth year in the school system of Worcester. He entered the service as a high school teacher at a salary of $1,000. He was in the South High School of the city nine years, and assistant superintendent of the city for eleven years.

We think no superintendent of New England has come into the superintendency of a large city after twenty years of city service, whose first service was as a high school teacher. We think no New England superintendent is receiving a salary of $9,000 who began service in the same city at $1,000.

H. W. SAXE, superintendent, New Canaan, Conn., has had unusual service. He was principal from 1900 to 1908, when he became superintendent, and in these years his salary has been steadily increased and his influence in the city and state heightened professionally and civically.

ARCHIE R. CLIFTON, who succeeds H. S. Upjohn as Los Angeles county superintendent, has been superintendent of Monrovia, California, since 1912. There are 607,000 pupils and 18,000 teachers under the Los Angeles county superintendent. It is a big job that Mr. Clifton assumes.

They Say

SIR OLIVER LODGE:—

"The brain, in so far as it's merely matter, does not think. Something—we must find out what—makes it think."

PHILIP SNOWDEN:—

"The public is a fickle master; one day it puts a laurel wreath around your head, and the next it presses a crown of thorns upon your brow."

SIR BASIL BLACKETT:—

"Higher material standards are no good if you do not know how to use them for a better life."

CHARLES G. DAWES:—

"A world depression in business is due always to sudden change in the attitude of the world's peoples."

MARGUERITE MOOERS MARSHALL:—

"With all the new jobs which women are performing there is an old one which they cannot escape—and that is the task of scapegoat."

G. K. CHESTERTON:—

"A literary man who cannot see that a baby is marvelous cannot see that anything is marvelous."

PHIL H. GRENNAN:—

"If Longfellow's poems had been set to popular music, they would have been forgotten long before this."

GEORGE HARRISON PHELPS:—

"A country-wide study of conditions convinces me that the precept which might mean most to us Americans can be stated in six golden words: Sit tight and don't talk economics."

STANLEY BALDWIN: —

"During our infancy all the world is in a conspiracy to persuade us to sleep; during the rest of our lives all the world is in a conspiracy to persuade us to wake up."

WILLIAM ALLEN WHITE:—

"We have let the idea of freedom under self-respect go to seed in our colleges and are turning out too many hard-boiled, hard-hearted, hard-headed dumb-bells."

B. C. FORBES:—

"Whether civilization in America advances or recedes will depend chiefly on our business men."

WILLIAM A. McKEEVER, Oklahoma City School of Psychology:—

"The cutting out of tonsils to remove infection is as foolish and unnecessary as the cutting off of toes to remove corns, or the cutting off of fingers to remove boils. Tonsillectomy is the greatest surgical sin being perpetrated against American childhood today, or in any age. Three weeks of proper diet and physical care will suffice to reduce swollen, sore and pus-laden tonsils, and the same kind of attention will keep them permanently well. Milk excess is one of the chief causes of diseased tonsils in children."

JOHN HAYES HOLMES:—

"The temple of theatrical art has been captured by commercialism."

WALTER DAMROSCH:—

"Good music knows no class; it appeals to all of humanity."

MRS. LARZ ANDERSON, Boston University trustee:—

"Writing is one of the poorest possible ways of earning a living. The field offers plenty of opportunity to become known, in spite of its very narrow chances of financial reward."

NICHOLAS MURRAY BUTLER:—

"Thinking is one of the most unpopular amusements of the human race."

DR. FANNIE DUNN, Teachers College, Columbia University: —

"I don't know much about history and I'm glad I didn't have to study much of it the way it is taught in school. I am afraid it would have cluttered up my mind with futile facts. I have a niece who had to learn a lot of dates and battles of the Civil War recently. I wonder how many of us could name even six dates and battles of the World War. I think we ought to forget the battles of wars and remember the lessons of them, the futility of war."

DR. JULIUS KLEIN:—

"Depression has forced the American business man to realize that, if he can cut down the cost of doing business, his achievement in that respect is absolutely equivalent to an increase in the amount of business done."

IRVIN S. COBB:—

"If the world had more tolerance I'm sure it would have fewer wars."

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Real Man

Near the station at Wellesley Farms lies a little lake. Its banks are covered with shrubs with here and there a stately tree leaning out over the water.

Today, as I came long, the surface of the lake was smooth and still, and the reflections of the trees were very beautiful in the quiet depths.

I paused on the iron bridge that spans a little brook, and studied these reflections. Limb for limb, twig for twig, the real tree was pictured in the water down below.

It occurred to me that the same sort of thing is happening in our own lives, only things are upside down, so to speak. In nature, the real tree, the one we can touch, reaches up, and the reflected tree, which we cannot touch, reaches down.

In the spirit world the real thing, the soul of man, which we cannot touch, reaches up, and the reflected man, the body, which we can touch, reaches down.

I began to look about me. Near by stood a fine, elderly man. One glance at his face and you knew at once that he was good and kindly, and thought pleasant things. I said to myself: "That body of his is just the reflection of his soul. Above him stands the Real Man, which I cannot see or touch, but whom God can see. If that soul of his had been dirty and coarse-looking the reflection that I see would have been just like it."

Now, girls and boys, the best part of it all is this: The tree over there near the lake had to grow the way it did, and has to cast the reflection that it does, but we, intelligent human beings, can regulate our own growth, and, therefore, can cast into the world whatever kind of a reflection we like. It all depends on how we build the real man, who cannot be seen, except as we show it forth in the reflection we throw out over the troubled waters of life.

Two Breakfasts

This morning I astonished Mrs. Egan by getting up from breakfast and saying: "Well, just half of me has had enough to eat." "Do you mean you are still hungry?" she asked. "Yes," I answered, "but not as you think. My body has all that it needs until noontime, but my spirit is yet to eat its breakfast." "What a queer thing to say," answered Mrs. Egan. "Not at all!" I replied. "As I go down to get the train I am going to eat my spiritual breakfast on the way. The principal part of this meal will be a wonderful inverted bowl of blue sky, with a gorgeous pale gold cloud floating in it. My breakfast room will have running water in it, all hedged about with golden willows, and a swamp sparrow will sing to me all the time I eat. It is the kind of a meal that not only agrees with me, but gives me no end of strength for the day's toil. The best of it all is it costs nothing, and is at the disposal of everybody every day. Wherever there is a patch of blue sky showing, or a drifting cloud, or a bird singing, or a flower blossoming, there is food fit for a king."

Now, girls and boys, this is the thought I want to give you this morning: The bodily life we live is only a part, and a very small part, of our real life. God has most wisely made all the best things not only free but very plentiful. A rich man may make a lovely garden, but he cannot enjoy it any more than a poor man who stands and looks at it. The eternal hills are free, and the clouds that sail over them, and the green of the carpet that clothes them, and the flowers that embroider them, and the songs of birds that enrich them. Our real home is outdoors, not in the dusty small cells we call houses.

In the hurry and rush of everyday life do not starve the spirit. Feed it well on the good things God has placed within easy reach.

The Man With the Bag

As we pull into the South Station every morning I notice a man going along between the tracks. He has a big bag in one hand and a sharp pointed stick in the other. When he comes to a piece of paper or other article he picks it up with the stick, and drops it into the bag. Of course he picks up everything he comes across. It is all in his day's work. Most of the things are useless, and he throws them away, but I imagine, quite often, he comes across an article which has value. When evening arrives the man picks that out of the bag and saves it.

We are all a great deal like that man with the bag. We start out each morning along the highway of life, with our collecting bag in one hand and our stick in the other. What a variety of old junk we collect in the course of the day! There are bits of conversation, most of which is of little use; a bitter word, now and then, like a piece of dried-up lemon peel; a frown that clutters up the road with its brown bulk; and, once in a while, a real smile set like a diamond in a cluster of friendly words. You may be sure, at the end of the day, we throw all the junk into the scrapheap of forgotten things. Not so the smile, in its cluster of friendly words! We pick that out and look at it, and enjoy its beauty, and then very carefully place it away in the treasury of our hearts.

The Two-Shilling Loss

(An English Legend.)

At the corner of a dingy street a merchant did a thriving business in cut flowers. His windows were the only bright spot for blocks around. The children of the neighborhood, neglected and half-starved, used to come and stand in front of them by the hour, reveling in the pretty hues, and catching now and then a whiff of perfume as the heavy doors opened and closed for customers.

Now and then a well-to-do buyer would stop, pluck a single sweet pea from a bunch, and put it into the upstretched hands of some ragged child. It was as though summer had come to the tired eyes, as though green fields and blue hills, which the child had never seen, except on advertisements, had swept in and taken the place of barren canyons of brick and wood.

Children, however, were not the only ones who lingered before the gay windows of the flower shop. Old men came with a tapping of iron-shod canes, and old women pulled their brown shawls over their gray heads, and stood and sighed as though thinking of days gone by. All this the kind merchant within noted.

"Wife," he would say, "there is much misery in the world outside our windows. You and I are so comfortable here in the warm atmosphere of flowers, that we are in danger of forgetting what a cold, cruel world it is just outside that old oaken door."

"What you say is true," his wife would answer. "What can we do to keep ourselves from forgetting? We cannot give our flowers away, for that would deprive us of our living, and our means are too scant to relieve all the suffering that passes by our door."

"And yet," the merchant would say, "there is much to give. Yesterday as I stood looking out, a man stopped and peered in at the flowers. His lips moved. I saw them say: 'What would not Jennie give for a sight of those

yellow roses?' Whereupon I called in the man, and said: 'Here, friend, I cannot give you these flowers, for they are ordered for a customer, but take them, run quickly, and for an hour let Jennie gaze upon them.' "

"Did he return the flowers?" asked his wife wearily.

"Within the hour," said the merchant.

As the two talked a little woman entered. She was frail and slightly stooped. She had worked hard. She came timidly up to the great case where the red roses stood in all their health-giving glory.

"May I ask the price of one?" she said shyly.

"A shilling," answered the merchant.

"Just a shilling!" As the woman pulled her faded shawl about her head she looked up at the merchant's wife. "A shilling for one rose would make this a happy day for me," she said.

The merchant smiled, as his wife opened the case door. When the woman had gone the merchant looked over his wife's shoulder as she made an entry in the big book. She wrote: "Paid out, one shilling for a happy day."

That night the good merchant and his wife took stook of the day's business. "We have made profit!" said he, "in spite of a two-shilling loss that the book shows."

"We eat our bread and milk in peace," said his wife, "and in comfort, too, behind our big oaken doors."

Tune In

Last night I tuned in on my radio. It seemed a very wonderful thing to turn a dial, just as one would a faucet, and have the room flooded with the beautiful singing of a famous tenor. It was more wonderful still to know that the man, himself, was in New York, though his voice was singing to me in my own home.

Fifty years ago such a thing would have been counted as a miracle. Today it is accepted as a great fact with which everyone is familiar.

As I sat and listened to the voice of the singer I began to think of another voice, the voice of a far greater artist, which comes to us every day in the receiving set we all have in our own heads. Without wires, without sight of the great artist, over millions of miles of space, this voice comes to guide and counsel us in the doing of those things which are right and good. You all know what I mean, the voice of Conscience. Sometimes we are tempted to do or say something which is wrong. Instantly, somewhere deep down in our souls a radio set starts to work, and a voice comes up to us, which says in a language no one can misunderstand: "Don't do it. That is wrong." As though to make sure that we understand, the voice keeps saying over and over: "That is wrong. That is wrong."

If we listen to the voice and do the right thing, then a sweet, happy feeling comes over us, as though, somewhere far off in the distances where the stars are, angels were singing because of great joy.

The next time you are tempted to do something wrong, just stand by and watch that radio set of yours go to work. Then do the right thing, and listen to the music that will come to you.

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The BOOK TABLE

JEAN AND JERRY'S VACATION. By Mabel Hubbard Johnson. Illustrated by Wilfred Jones. Cloth. 192 pages. Attractively bound. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a book to interest boys and girls, while it teaches them things that have not been taught in a school reader, so far as I know. The facts about an automobile may have found a place in a school reader, but I think everything else in that two weeks' vacation will be wholly new to most city children, and the illustrations will certainly interest boys and girls.

ELEMENTARY HOME ECONOMICS, UNIT PROBLEM PLAN. Second revision. By Mary Lockwood Matthews, Purdue University. Cloth. 622 pages. Little, Brown and Company.

There is genuine and brilliant rivalry among publishers for making their textbooks more scientific, more artistic, easier for the pupils to learn, and more difficult to forget.

The first purpose in an entirely new schoolbook creation is to make more salable, then more attractive to the teacher by reducing her labor and nervous strain.

Finally there must be some new schemes by way of devices, and "Elementary Home Economics" goes away ahead in the discovery of inventive devices for making learning easy and forgetting difficult.

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Unit 1 is "The Equipment of the Kitchen." 1st Survey Question as to the purpose of the kitchen.

Problem 1. What is a home? (Three pages.)

"Assignments." For instance: How do present-day homes differ from homes in other days?

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Study stoves, ranges, etc.

Study fuels of various kinds.

Study refrigeration of all kinds.

Study electricity in home use.

Study ventilation.

Furniture for the sink.

Care of garbage.

The first unit of Section A of Part One has thirty-one pages. This typifies the modern proposition of "Elementary Home Economics." Suffice it to say that it is a remarkable creation for starting school girls on the road to an "Elementary Course in Home Economics."

AMERICAN SOCIETY ESSAYS. By Charles Franklin Thwing, 1914-1927. Cloth. 271 pages. New York: The Macmillan Company.

This is the best interpretation of the relation of America to Europe before the World War, when we entered the war, while we were in the war, when the war ended, and our relation to the world today.

Dr. Thwing studied the situation here and elsewhere in 1914-1917, and lectured on the subject in all sections of the United States, in universities, before civic, social and economic associations.

Whn he whipped it into shape satisfactory to himself, it was used by a magazine as an essay, and it was widely read and used, or criticised, by preachers, lecturers and editors.

Dr. Thwing in turn lectured on the "American Family" of today, ultimately wrote of "The Family" for some magazine.

Now, at seventy-eight years of age, Dr. Thwing has gathered eleven of these articles of the decade and a half and publishes them in book form, as "American Society."

OBSERVATION LESSONS ON ANIMALS. Including Drawings and Descriptive, Comparative, and Inferential Work of Children. For the Use of Teachers of Primary and Grammar Schools. By J. Arms Sheldon. Courses I and II. Cloth. 549 pages, 6 by 9. Published by the Author, Deerfield, Mass.

Mr. Sheldon has specialized on having children learn how to know and enjoy knowing nature and loving nature devotedly and scientifically.

Mr. Sheldon has been demonstrating for more than a third of a century, with no limit to resources for materials or aids, thanks to Mrs. Pauline Agassiz Shaw and her estate, what is best to do, how it is best to have it done in training the eye, the hand, the brain of children of the late primary years and in grammar grades to discuss beauty and truth in nature for themselves.

It is needless to say that nothing of this wonderful production could have been produced as a business venture. It is a wonderful revelation of the possibilities of having human nature make the most of opportunities of "Observation Lessons on Animals."

When Richard E. Byrd and his associates at a vast cost saw from airplanes thousands of square miles that no human eye had ever seen before, it was only more wonderful in extent than when J. Arms Sheldon rises by modern science in "Observation Lessons" and makes it possible for children to see in all animals from star fish to honey bee what children had never known before.

To me this book with its illustrations by children is as marvelous a revelation of achievements of eye and hand and brain as the reproduction by moving pictures from airplanes in the Antarctic Continent.

TEACHING THE SOCIAL STUDIES. By Charles William Heathcote, State Teachers College, West Chester, Pa. Cloth. 292 pages. Boston: Richard G. Badger.

Dr. Heathcote has demonstrated exceptional skill in the art of having children love the study of history and to think clearly along civic lines. His students are internationally minded in their history and civics. He has done much to make the West Chester State Teachers College famous for the success of its graduates.

He writes as clearly and forcefully as he teaches.

Dr. Heathcote says: "It is the business of the teacher to have the pupil understand the ideals, privileges and responsibilities of citizenship; and for each pupil to live and fulfill these principles of citizenship, in order that his country may be a noble nation, and thus contribute the best to world advancement and civilization. This is the challenge of present-day civilization."

Books Received

"Le Comte de Monte-Cristo." By Alexandre Dumas. Edited by Hayes.—"Les Trois Mousquetaires." By Alexandre Dumas. Edited by Lindquist.—"Tartarin de Tarascon." By Alphonse Daudet. Edited by Violet-Sundeen.—"Short Plays in Spanish." By Ina W. Ramboz.—"Pupils' Help Books in Geography." By Schockel, Fry and Switzer. — "Buros Spelling Workbook." By Oscar K. Buros.—"Jean and Jerry's Vacation." By Johnson.—"Everyday Spelling." By Suzzallo, Pearson, Hillegas. First Book, Second Book.—"Skags, the Milk Horse." By Huber. New York City: American Book Company.

"Outdoor Land." By Edwards and Sherman.—"The Outdoor Playhouse." By Edwards and Sherman.—"The Outdoor World." By Edwards and Sherman. Boston: Little, Brown and Company.

"Modern Chemistry." By Charles E. Dull. New York City: Henry Holt and Company.

"Workbook in Vocations." By Proctor, Wrenn and Benefield. — "Plane Geometry." By Morgan, Foberg, Breckenbridge. Boston, Mass.: Houghton Mifflin Company.

"Latin, Fourth Year." By Burton-Gummere. Newark, N. J.: Silver, Burdett and Company.

EDUCATION IN ACTION

College Plan Will Aid Teacher Training

Educators See Big Step in Law to Put Normal Schools of New York City on Advanced Basis; Move to Limit Numbers

The biggest step ever taken in raising requirements for teaching in the public schools of New York City is expected to result from the enactment of the Downing bill by the New York Legislature, empowering the Board of Education in New York City to convert the city's three normal schools into teacher-training colleges.

With the signing of the measure by Governor Roosevelt, the school authorities of New York City, with the co-operation of the State Board of Regents, began the formulation of a revised course of study which will lead to the introduction of a full four-year college course in education and the granting of baccalaureate degrees to graduates of the three schools for the first time.

The law provides that "the Board of Education in a city containing 1,000,000 or more inhabitants may, with the approval of the Board of Regents and subject to the rules of such board, establish, maintain, direct and control one or more teacher-training colleges for the professional education of teachers for elementary school grades, and for such other grades as may be approved by the regents."

By extending the regular course at the city's three training schools from three to four years, and giving them collegiate status, the Board of Education hopes to limit further the number of young women seeking primary school teaching licenses, but at the same time to make graduation from one of the proposed colleges more attractive to competent persons.

Dr. John S. Roberts, superintendent in charge of teaching-training schools, pointed out that the Board of Education has in recent years gradually raised the requirements for admission to the three training schools, and has thus been able to reduce the enrollments. An appreciable drop in the number of entrants to the schools was noted last September, when the latest change in requirements for admission was put into effect.

A further step in this weeding-out process is expected in the conversion of the normal schools into training colleges. Not only will the standards for admission to the schools be raised, but there will be a reformulation of the requirements for the license to teach in the grammar schools of the city, it was said. It is expected that the change will be effected in the training schools by next September, in time for the opening of the fall term. Graduates of the classes of 1932 probably will be the first to receive collegiate degrees bestowed by the Board of Education, according to school officials. The existing public colleges in New York City, it was pointed out, are controlled by the Board of Higher Education.

School Boys' Bank Solvent with $7.57

With only $7.57 in deposits on the books, the Washington Savings Bank, Decatur, Ill., is solvent and is ready at any time to pay off its depositors, it was revealed recently. The bank was originated by boys of the Washington School in Decatur, and is operated entirely by the pupils, under the supervision of a teacher. Necessary banking material is furnished by a local bank, and an improvised cashier's cage has been built by members of the classroom. Banking procedure is followed along the lines of a real bank.

Parent Education Topic at Conference

William John Cooper, United States Commissioner of Education, announced details recently of the program for the national conference on parent education, which he has called as a "curtain-raiser" for the convention of the national congress of parents and teachers at Hot Springs, Ark., May 1 and 2. Subjects which the conference has been invited to discuss are the changing backgrounds of home and family life, parent education problems at different ages of children, professional training of leaders in parent education and utilization of existing forces for parent education. Miss Bess Goodykoontz, assistant United States Commissioner of Education, will preside. Speakers will include Lawrence K. Frank, of New York City; Henry E. Barnard, director of the White House Conference on Child Health and Protection; Flora M. Thurston, of the National Council of Parent Education, New York City; George K. Pratt, associate medical officer, National Committee for Mental Hygiene, New York City, and Adelaide S. Baylor, chief of the home economics education service of the United States Department of Agriculture.

Children Taught In Traveling School

A worthy rival of the "little red schoolhouse" of bygone days in America is an enclosed wagon equipped with desks and benches, which follows an itinerant carnival from town to town in France. From fairground to fairground it goes, moving wherever the demand for entertainment takes the merry-go-rounds and side shows, which make up the wandering exhibition. Here the children of the traveling showmen learn reading, writing and arithmetic while on tour with their parents. The children range in age from five to thirteen years, and are under the instruction of a kindly woman teacher who understands just how much it is fair to expect of children who do their school work under such peculiar circumstances. The school is in session only in the afternoons, from 1.30 to 6.30. In the mornings and evenings the children help their mothers and fathers. The school has now been in existence four years.

Order a Survey Of Night Schools

Clifford J. Scott, superintendent of schools of East Orange, N. J., will conduct a survey of the number of persons residing in that city who take courses in evening schools of nearby towns, the subjects they study and the approximate cost of supplying similar education facilities in the school system of East Orange, it has been decided by the Board of Education. Charles A. Heiss, president of the school board, who is responsible for the proposed survey, points out that East Orange has such complete equipment that it might be advantageous to ascertain whether a large number would take advantage of the opportunity to attend evening classes in their own community. At the present time East Orange pays the bills for students attending evening schools whose homes are in East Orange, and who go to classes in Newark, Orange and Bloomfield. Evening schools have never been held in East Orange, but about sixty residents are taking courses elsewhere. It is felt that if "home" classes are developed the attendance would be much greater.

Fail to Pass Test For Primary Teaching

About sixty-three per cent., or 1,903 of 3,065 applicants for licenses to

teach in the primary grades of New York City's public schools failed in the first part of the License 1 examination last January, according to figures made public by the Board of Education. The Board of Examiners, which conducted the test, has already begun the task of sending notices to the 1,903 unsuccessful applicants informing them of their failure. Most of them are young women who were graduated recently from normal schools and colleges. Others are "repeaters." Accompanying each notice is an explanatory pamphlet entitled "What Is Meant by 'Failure' in a Competitive Examination."

Apprenticeship Predicted for Teachers

Professor Theodore Struck, of the department of industrial education at Pennsylvania State College, declared in a recent address that it would not be long before a candidate for a teaching job would have to round out his education by serving an interneship or apprenticeship before obtaining an assignment as teacher.

Urges Art In Schools

Increased opportunity for the study of arts in intermediate and secondary schools was urged by A. J. Stoddard, superintendent of the Providence, R. I., public schools, in addressing the convention of Eastern Arts Association in Atlantic City. Mr. Stoddard also advocated arousing greater interest among school boards for the construction of school buildings that would be architecturally pleasing, as well as efficient and substantial.

Rhodes Students Justify Bequest

The careers of 2,700 former Rhodes scholars now living in the United States have proved the "unqualified success" of the plan conceived by the late Cecil Rhodes twenty-seven years ago, according to C. K. Allen, recently-appointed Oxford secretary to the Rhodes trustees. "Most of the graduates," Mr. Allen said, "have attained the ideals of leadership which Mr. Rhodes stressed in establishing the fund. They are well-rounded men, leaders in their communities and generally recognized as influential persons of the better type." The Rhodes scholarship fund was founded by the late Cecil Rhodes, who made a fortune in the diamond fields of South Africa. The object of his $500,000 bequest was to provide scholarships at Oxford for American and other foreign students who were potential leaders of their countries. Thirty-two American students are selected annually by a committee headed by Dr. Frank Aydelotte, president of Swarthmore College.

Schoolmasters Charge Teachers Picked for Looks

Fears of the possible effects of masculine beauty on the future of British education were expressed in a resolution adopted at the conference of the National Association of Schoolmasters in Birmingham, England, recently. The resolution deprecated educational authorities sending deputations of women to men's training colleges to select teachers. Actors and film heroes, according to W. King, of Liverpool, swayed women by their masculine beauty. "What would happen to a student hoping for a teaching appointment who had not the appearance that appealed to the women selectors?" asked Mr. King. "Would he get fair play? I am sure he would not."

More Fraternities Quit Council

The resignation of two more fraternities from the Inter-Fraternity Council of Columbia College increased to nineteen the number of societies that have quit the council during the recent fraternity war. The two fraternities, Sigma Alpha Epsilon and Theta Xi, intend to remain independent to avoid becoming "involved in campus politics."

Educational System Needs To Be Reformed

"New Jersey and the nation generally must set up a different educational system if crises such as confront the United States today are to be avoided in the future," declared Dr. Charles Scott Berry, professor of education at Ohio State University, in an address before seventy-five supervising principals of Morris, Warren, Sussex, Hunterdon and Somerset Counties, in New Jersey. The conference, arranged by the State Department of Education, was presided over by Dr. Charles H. Elliott, state commissioner of education. Dr. Berry said that the present system deals principally with the average child, comprising about sixty per cent. of the country's student body, but that more attention must be given to the underprivileged and "above average" children.

Student Senses Found Unreliable

When it comes to a vote of the senses the eyes will have it, and the nose—or noses—must lose, Professor H. M. Lake, of Colgate University, has established by classroom experiments with 150 applied psychology students. He used cigarettes, perfumes, ice cream, colored confetti, and what not, in the tests. "I have found student senses most unreliable," he said. "Guesswork was the basis of assumptions made by practically every man in the class. Ninety-nine times out of a hundred students who thought they could tell the difference between perfumes or cigarettes showed their complete inability to depend upon the senses." In perfume tests the room was sprayed, then reventilated. After each spraying, "What is it?" was asked. "Jasmine" was the consensus once; "Heliotrope" next; "Lily of the valley" next, etc. The professor chuckled. The students clearly saw the experimenter spray the liquid from colored beakers. The "perfume" was only distilled water.

Beverly High Overflowing

Chairman Augustus P. Loring, Jr., of the Beverly (Mass.) school committee, in his annual report, states an addition is imperative to take care of the increased registration at the high school. The building, opened in 1924, has a seating capacity of 1,400, and this limit was reached three years ago. The estimate for the registration next fall is 1,522. Loring also favors the establishment of a psychologist department as recommended by Superintendent S. Howard Chace.

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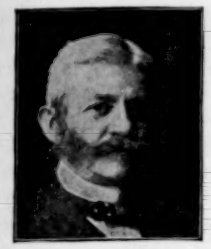

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Would Have Every Boy Learn a Trade

Mastery of a trade by every boy before the age of twenty—even though he plans a professional life — was urged as a way to lessen juvenile delinquency and crime, by District Attorney Hugh A. Cregg, of Essex County, Massachusetts. "If he is planning to be a professional man, all the more reason why he should learn a trade, because the average professional man is a failure on the practical side of life," Mr. Cregg said. Selection of a hero or great man as a model for a boy's life, exemplary home life by parents, and the requiring that a boy earn his own spending money were other factors stressed by the speaker as necessary in bringing up useful citizens.

More Hurt at Home Than in School

The greatest number of accidents among school children occur at their homes, it was said at the Community Safety Conference of the National Safety Council held in New York. Miss Idabelle Stevenson, of the educational division of the National Safety Council, while speaking on child accident reporting, gave the figures on frequency rates of student accidents, taken from a survey made by the organization. Second in proportion to accidents at home were those received on school grounds; third, those received in school buildings; fourth, other causes unlisted, and fifth, those received on the way to or from school.

Rural Schools Not Luxurious

Rural schools of New Hampshire do not have luxuries denied cities, declares James N. Pringle, commissioner of education. Although it is admitted that the cross-road's school of 1931 may, under special local conditions, have its radio, its movie-machine, its electric lighting plant, and its auto transportation, the three R's, by and large, are administered to boys and girls of New Hampshire as economically and efficiently as anywhere in America. Commissioner Pringle pointed out that the state spends several hundred thousand dollars annually to help struggling country schools get along, adding that no town or village gets a cent of aid until it has taxed its own property owners to the maximum, and has budgeted its proposed expenditures to the last essential nickel. "Tales recently in circulation are much like those once told by or about the fairies," the commissioner asserted. "Interesting, without doubt, and curious in some of their details, they just happened not to be true, except in one isolated instance."

Students Sing At Providence

A group of 400 high school students from all over New England will arrive in Providence, R. I., on April 30, to rehearse for an old New England high school concert, to be given at Infantry Hall on May 3. During the three-days' rehearsal the students will live at private homes throughout the city, arranged for by Providence Council of Parents and Teachers, who are sponsoring the concert. The Hope High School symphony orchestra of seventy pieces will accompany them at the concert on May 3.

Naugatuck School Has 3 Street Floors

All three stories of the Naugatuck, Conn., public high school have ground-floor entrances. The school building, said to be a model of safety and efficiency, is constructed on a steep hillside.

School to Run Own Printery

St. George's Preparatory School, Middletown, R. I., soon will operate its own printing establishment. Started in a small way by two students, in 1927, the school printing shop is to be taken over by the institution, and will be used for printing all bulletins, chapel notices, form letters to students and parents.

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GRINS BETWEEN GRINDS

Calipered

A colored woman went into a store to buy a collar for her husband.

"What size?" asked the clerk.

"I done forget de size," replied the woman, "but Ah kin jes' manage to reach around his throat wif bof hands."

Solomon's Glory

The Son (back from college) — "Look me over, Dad. Nifty scenery, what? I'll say Solomon in all his glory was not arrayed like me."

The Dad—"I reckon not, son. Solomon was a wise man."

Keen Observer

Country Youth — "Yep, my father raises mules."

City Girl—"So I notice."

Careful Willie

Little Willie had gone to bring the kittens in. His father, hearing a shrill meowing, called out:—

"Don't hurt the kittens, Willie!"

"Oh, no," said Willie, "I'm carrying them very carefully by the stems!"—Arcanum Bulletin.

The Old Generation

When Father went to school, you know,
Those foolish incidentals
And silly fads weren't thought of, so
They stuck to fundamentals.
Of course, he knew
Them through and through.
And folks were led in doing this—
As he is fond of telling—
To put a greater emphasis
On proper things, like spelling.
All words—that's why—
To him were pie.

He oft remembers how he stood
At bees, while lines grew thinner,
And others who were pretty good
Acknowledged him the winner.
You learned, you bet,
Not to forget.
So now when Willie asks him how
Or Millie brings a sticker,
He frowns and wrinkles up his brow,
His eyes begin to flicker
As if their Dad
Felt sort of mad.

In pained surprise he seems to blink,
So pained he almost stutters,
And sighs and asks: "What do you think?"
"What do you think?" he mutters,
As if in doubt
That he'd find out.
"What do you think," he asks once more—
His accents seldom vary—
"I went and paid good money for
That nice new dictionary?"
And then says Ma:
"Don't bother Pa."

—Boston Herald.

Why Teachers' Eyes Need Care

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China Burns Buddhist Classics

The last complete set of the Chinese Buddhist classics, the Tasangching, consisting of 30,000 volumes, was burned by order of the Educational Board of Shantung Province, when the ancient temple at Yihsin was converted into a normal school. The Educational Board declared the removal of the bulky volumes would have been a difficult task, and argued, moreover, that the teachings therein were no longer useful and that the space was needed. So the board consigned the treasures to the bonfire. The Tasangching volumes were printed in the Ming dynasty, and today, thanks to the Shantung destruction, only six very incomplete sets exist.

Students Study City Methods

Seeking means of saving the taxpayers' money, nine graduate students in the School of Citizenship and Public Affairs at Syracuse University are investigating phases of municipal administration in more than fifty New York cities. The research work is being carried on under the joint sponsorship of Syracuse University and the State Conference of Mayors, which is helping to finance the project. Three probes centre in Rochester, while the other six are based on the comparative practices of all the larger cities in the state outside of New York City.

300 Jerusalem Schools Closed

Nearly 300 schools in Jerusalem have been closed, and more than 22,000 children are having a compulsory holiday as a consequence of refusal of the Hebrew Teachers Union to accept a reduction in pay prescribed by the Jewish agency executive. Teachers have not received their salaries since December, and some of them are said to be starving.

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